

2015 Annual Report to the School Community

Guthridge Primary School

School Number: 4853



Name of School Principal:

Sue Burnett

Name of School Council President:

Courtney Loick

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

In 2015 Guthridge Primary School had 17 classes (an increase of 3) with an enrolment on Census date (28 February) of 383 students. Our school had 23.3 equivalent full-time staff: including 2 Principal class, 18.8 teachers and 2.5 Education Support Staff. We also employed 8 additional integration aides and a 0.4 administration assistant. Specialist classes were offered in Music, Art, Science and Physical Education. French was taught to our Prep students via the music program.

Guthridge Primary School has high expectations of all its students and it aims to provide an opportunity for each student to develop as a learner, now and in the future. To achieve this, teachers, children and the wider community work as a team to create a safe and stimulating environment which encourages high self-esteem and individual development. The educational, social and emotional welfare of each student is paramount. As a result of a successful cluster grant application with three other schools we were provided with a Science Specialist 2014-2015 including additional Science resourcing which allowed us to purchase the Primary Connections program including manuals and kits. This program involved the up-skilling of staff in the delivery of Science in our school and was extremely successful.

Bright displays of student work and photographs of students participating in various activities are on display along the corridors and the classroom. We aim to make our school as welcoming as possible.

Information technology has continued to be upgraded with the on-going purchase of notebooks and interactive whiteboards for all classrooms. Additional literacy and numeracy resources have been purchased to support classroom teaching. Our library had a significant upgrade with the purchase of new carpet, repainting, browser boxes and soft furnishings. Classroom desks and chairs have been removed from the library in order to create a more relaxed atmosphere for the enjoyment of books. Throughout the school there is now a much stronger emphasis on the development of classroom libraries, with every class having a minimum of 100 books available for reading.

Our Core Values are imbedded in the language of our school and are very much the basis of our aspirations as learners – Show Respect. Have a Go. Keep Trying. Bounce Back and Work as a Team. Ultimately we aim collectively to “Be Our Best”. As part of our school-wide positive support approach to managing behavior, we have also developed three expectations – Be Respectful, Be Safe and Be Responsible.

We continue to be extremely proud of our students and the quality of teaching and learning at Guthridge Primary School. To find out more, visit our website: www.guthridgeps.vic.edu.au

Achievement

Target literacy and numeracy support and extension classes have been provided for small group instruction. A Literacy Coach has been employed to work with teachers in the delivery of literacy in classrooms. Resources have been aligned with both maths and literacy strategic direction. Quality professional development was provided in comprehending strategies led by David Hornsby. The Principal and Assistant Principal participated in a Leading Literacy course which also involved three additional staff who established exemplar classrooms for the teaching of reading. Michael Ymer’s AusVELS scope and sequence planner in Numeracy was fully implemented P-6. A Whole School Approach to the Teaching of Reading was established with Fountas and Pinnell’s “Literacy Continuum” purchased for each classroom teacher as the definitive guide for the teaching and assessing of reading and writing at our school.

Our NAPLAN results remain strong in both literacy and numeracy and are above the expected level in all areas. We need to ensure that teacher judgement remains consistent across the school. Writing has been identified as an area for future focus in 2016.

All Program for Students with a Disability (PSD) students showed progress at satisfactory or above in achieving their individual goals.

Engagement

Assertive discipline is consistently implemented across the school. There is a sense of shared responsibility for our students and there are collegial discussions at both team and whole staff level about individual students. Our Social Skills program incorporates a weekly time-tabled lesson from “Bounce Back!” P-6. We continue to work with families to ensure regular attendance and punctuality and teachers notify the Principal and/or Student Wellbeing Officer for immediate follow-up if children are away for extended periods of unexplained absences. We also liaise with Uniting Care Gippsland and the Department of Human and Health Services if additional support for families is required.

Guthridge Primary offered a wide range of student engagement programs including Breakfast Club, school camp and a Big Day Out for Preps to Year 2. Leadership opportunities are provided through Student Council, House Captains, Music Captains, the Environment Team and Yard Buddies. Our popular music program also provides children with the opportunity to learn a musical instrument for free (Years 3-6) and participate in Glee, Choir and/or Concert Band.

Physical activity is strongly encouraged through specialist physical education lessons, daily fitness, our swimming program in our own indoor heated pool and our purpose built Fitness Centre. Our annual Musical Production and Family

Fun Night Concert showcase the many talents of our students and are much anticipated events on our school calendar. The 2015 Parent Opinion Survey continued to reflect high levels of satisfaction in student motivation and school connectedness.

Wellbeing

Our team approach to Student Welfare issues reflects the shared concern our staff has for our students. We continued to be involved at the Wellington Network level as a Positive Behaviour Support school. We have regular “Student At Risk” meetings with representatives from Child First, DHHS and Quantum. Individual Education Plans have been developed and monitored for all students. Our School Values are articulated and displayed throughout the school. Our students “walk the talk”. Counselling is provided by our Student Wellbeing Officer who is employed three days a week. With the support of the Red Cross, we have been able to provide a free breakfast program three mornings a week. Children are also referred to Wellington Student Services or Gippsland Child and Adolescent Mental Health if necessary. This year’s cohort of Year 5/6 children showed a decrease in Learner Confidence but increase in School Connectedness. Senior teachers are endeavoring to address this through teaching and learning opportunities.

Productivity

Our enrolments continue to increase steadily with an enrolment of 382 students on Census Day in 2015. This growth in numbers is supported by our enhanced community perception. Our library has been completely renovated and is much more appealing and engaging for students. School Council approved the purchase of new carpet, repainting and soft furnishings. Browser boxes make our picture story books much more accessible for Junior children. Our students love going to our library now! Literacy and Numeracy support and extension teachers have been employed to work with children achieving below their indicative level and also those children who perhaps need a short “burst” of small group or individual assistance. We have also offered extension classes for children who need further challenging in their learning. We purchased twenty mini Ipads and a further twenty will be purchased in 2016. Quality professional development led by highly qualified and motivating presenters has enhanced our teaching and learning skills throughout the school. Our Parents’ Club is extremely active and supportive raising over \$30 000 in 2015. They contributed to the cost of shade sails in the Senior playground as well as the purchase of library books and literacy and numeracy resources. On-going maintenance of our school facilities has been a priority with new concreting in the Junior playground. Bark has been replaced as well as sand for our two sand-pits.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 382 students were enrolled at this school in 2015, 181 female and 201 male. There were 3% of EAL (English as an Additional Language) students and 5% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.















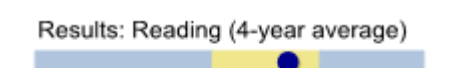
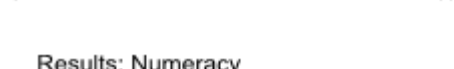





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>39%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>39%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>50%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>67%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	39%	29%	Numeracy	26%	39%	35%	Writing	20%	50%	30%	Spelling	20%	47%	33%	Grammar and Punctuation	10%	67%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1040 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>95 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	91 %	92 %	95 %	92 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	91 %	92 %	95 %	92 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

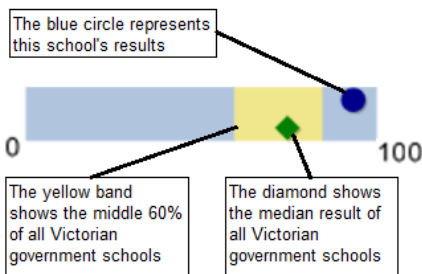
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

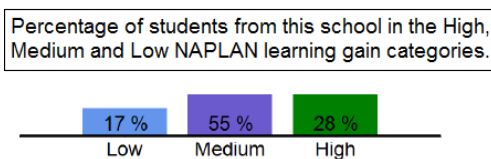
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

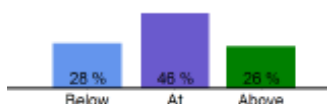


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,298,847
Government Provided DE&T Grants	\$945,935
Revenue Other	\$21,251
Locally Raised Funds	\$145,553
Total Operating Revenue	\$3,411,587

Expenditure	
Student Resource Package	\$2,232,358
Books & Publications	\$10,739
Communication Costs	\$5,570
Consumables	\$69,883
Miscellaneous Expense	\$34,178
Professional Development	\$14,043
Property and Equipment Services	\$209,018
Salaries & Allowances	\$364,534
Trading & Fundraising	\$34,466
Travel & Subsistence	\$2,646
Utilities	\$36,823
Adjustments	\$243

Total Operating Expenditure **\$3,014,503**

Net Operating Surplus/-Deficit **\$397,084**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$847,105
Official Account	\$61,333
Total Funds Available	\$908,439

Financial Commitments	
Operating Reserve	\$120,177
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds incl SMS<12 months	\$265,262
Maintenance - Buildings/Grounds incl SMS<12 months	\$140,000
School Based Programs	\$253,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$70,000
Total Financial Commitments	\$908,439

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

Our schools remains in a very healthy financial position. We save carefully and spend purposefully and strategically. Key curriculum areas include literacy, numeracy, music, science, physical education and computer technology. Parents' Club is an important source of funds and the school community works tirelessly on behalf of our students. Every cent raised by Parents' Club is used to improve facilities and provide equipment for our school. In 2015 we used funds towards maintenance and improvement of our school facilities – this will need to be an ongoing project.